

Chapman High

35 Oakland Avenue
Inman, South Carolina 29349

Grades 9-12 High School

Enrollment 977 Students

Principal Dr. Ronald W. Garner

864-472-2836

Superintendent Dr. Jimmy Littlefield

864-472-2846

Board Chair Mr. Phillip Mosley

864-472-2846

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

6

21

4

2

0

IMPROVEMENT RATING

BELOW AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Below Average	No
2004	Excellent	Excellent	No
2005	Excellent	Good	Yes
2006	Good	Below Average	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	76.7	78.3	78.8	80.8	76.3	75.8
Passed 1 subtest	11.7	8.3	11.7	10.3	12.6	11.5
Passed no subtests	11.7	13.3	9.5	9.8	11.1	12.7

HSAP PASSAGE RATE BY SPRING 2006

	Our School	High Schools with Students Like Ours
Percent	89.8%	92.3%

ELIGIBILITY FOR LIFE SCHOLARSHIP

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	15.7	16.1
Seniors who met the SAT/ACT requirement	15.7	17.1
Seniors who met the grade point average	68.6	55.0

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	199	289
Number of Diplomas	161	211
Rate	80.9%	74.9%

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	82.2	80.3
English 1	70.1	69.3
Biology 1/Applied Biology 2	71.6	64.8
Physical Science	58.8	51.8
All Subjects	70.6	66.4

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	205	89.8	153	15.7	161	80.9	No
Gender							
Male	107	87.9	79	12.7	108	76.9	N/A
Female	98	91.8	74	18.9	91	85.7	N/A
Racial/Ethnic Group							
White	165	93.3	130	18.5	159	84.9	N/A
African American	29	75.9	15	0.0	24	70.8	N/A
Asian/Pacific Islander	2	100.0	3	0.0	5	60.0	N/A
Hispanic	7	57.1	4	0.0	8	37.5	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
Racial/Ethnic Group							
Non disabled	178	93.8	144	16.7	172	85.5	N/A
Disabilities other than speech	27	63.0	9	0.0	27	51.9	N/A
Migrant Status							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	205	89.8	153	15.7	199	80.9	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-Limited English Proficient	203	90.6	153	15.7	196	82.1	N/A
Socio-Economic Status							
Subsidized meals	65	75.4	66	57.6	66	57.6	N/A
Full-pay meals	140	96.4	113	19.5	133	92.5	N/A

n = number of students on which percentage is calculated

Abbreviations for Missing Data

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HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	262	98.9	10.4	39.6	32.4	17.6	61.6	Yes	Yes
Gender									
Male	131	99.2	12.0	40.8	31.2	16.0	59.2	N/A	N/A
Female	131	98.5	8.8	38.4	33.6	19.2	64.0	N/A	N/A
Racial/Ethnic Group									
White	197	99.0	8.5	33.3	37.0	21.2	68.3	Yes	Yes
African American	48	97.9	22.7	50.0	20.5	6.8	36.4	No	Yes
Asian/Pacific Islander	10	100.0	N/A	80.0	10.0	10.0	50.0	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	214	100.0	3.9	38.6	36.2	21.3	71.5	N/A	N/A
Disabled	48	93.8	41.9	44.2	14.0	N/A	14.0	I/S	No
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	262	98.9	10.4	39.6	32.4	17.6	61.6	N/A	N/A
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	259	98.8	10.5	38.9	32.8	17.8	61.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	106	98.1	18.0	43.0	33.0	6.0	51.0	No	Yes
Full-pay meals	156	99.4	5.3	37.3	32.0	25.3	68.7	N/A	N/A
Mathematics – State Performance Objective = 50.0%									
All Students	262	98.9	14.8	28.8	32.4	24.0	66.4	Yes	Yes
Gender									
Male	131	99.2	12.8	30.4	31.2	25.6	67.2	N/A	N/A
Female	131	98.5	16.8	27.2	33.6	22.4	65.6	N/A	N/A
Racial/Ethnic Group									
White	197	99.0	10.6	25.9	36.5	27.0	72.0	Yes	Yes
African American	48	97.9	34.1	38.6	13.6	13.6	40.9	No	Yes
Asian/Pacific Islander	10	100.0	20.0	20.0	40.0	20.0	80.0	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	214	100.0	7.7	27.1	37.2	28.0	74.9	N/A	N/A
Disabled	48	93.8	48.8	37.2	9.3	4.7	25.6	I/S	No
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	262	98.9	14.8	28.8	32.4	24.0	66.4	N/A	N/A
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	259	98.8	15.0	28.7	32.4	23.9	66.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	106	98.1	23.0	34.0	26.0	17.0	57.0	Yes	Yes
Full-pay meals	156	99.4	9.3	25.3	36.7	28.7	72.7	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 977)				
Retention rate	0.7%	Down from 1.5%	6.3%	7.0%
Attendance rate	94.0%	Down from 94.3%	95.3%	95.5%
Eligible for gifted and talented	16.1%	Up from 13.7%	13.4%	7.9%
With disabilities other than speech	15.8%	Up from 15.0%	12.2%	12.3%
Older than usual for grade	2.7%	Down from 3.7%	7.7%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.1%	1.3%	1.2%
Enrolled in AP/IB programs	7.9%	Up from 7.6%	13.7%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	15.7%		15.0%	10.2%
Annual dropout rate	0.9%	Down from 1.4%	2.6%	2.8%
Career/technology students in co-curricular organizations	4.1%	Down from 5.3%	0.8%	3.5%
Enrollment in career/technology center courses	449	Up from 324	517	448
Students participating in worked-based experiences	62.2%	Up from 0.0%	21.8%	24.2%
Career/technology students mastering core competencies	80.4%	Down from 84.8%	80.8%	80.0%
Career/technology completers placed	N/A	N/A	99.5%	99.1%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 66)

Teachers with advanced degrees	56.1%	Down from 57.4%	59.3%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.7%	N/A	7.7%	9.6%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	6.3%	9.9%
Teachers returning from previous year	91.9%	Up from 89.4%	87.5%	86.3%
Teacher attendance rate	96.3%	Up from 95.2%	95.8%	95.3%
Average teacher salary	\$45,643	Up 1.9%	\$43,200	\$42,943
Prof. development days/teacher	16.1 days	Up from 14.1 days	10.8 days	11.2 days

School

Principal's years at school	1.0	Down from 7.0	4.0	3.0
Student-teacher ratio in core subjects	26.2 to 1	Down from 26.4 to 1	28.1 to 1	25.7 to 1
Prime instructional time	89.4%	Up from 88.6%	90.2%	89.3%
Dollars spent per pupil*	\$6,134	No change	\$6,621	\$6,792
Percent of expenditures for teacher salaries*	61.0%	Down from 66.9%	55.3%	55.3%
Percent of expenditures for instruction*	69.7%		60.0%	61.1%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	94.8%	Down from 98.4%	93.5%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school * or greater than last year	94.0%*	No

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students, faculty, and staff of Chapman High School experienced another extraordinary year. Excitement, enthusiasm, and dedication were part of each day at our school. We are proud of our accomplishments and will continue to seek opportunities for further improvement.

During the 2005-2006 school year, the faculty and administration of CHS continued its focus on data analysis. Using the web-based student assessment program called MAP, Measures of Academic Progress, teachers were able to analyze student data to make better individualized prescriptive plans for addressing students' needs.

Significant changes were made in the CHS Guidance Department. Students were required to participate in individualized academic advisement sessions. During these advisement periods, students were informed of the many academic aspects that need to be considered at each grade level. Students also reviewed their transcripts while fine-tuning their post-secondary plans. As a result, all students left these sessions with a plan for higher achievement and a clearer vision as to their career plans.

There was an emphasis placed on raising the number of students taking Advanced Placement courses as well as raising the achievement levels in these classes. During the 2005-2006 school year, 33 students participated in these courses. As a result of our heightened expectations and the use of a program called AP Potential, CHS will have approximately 90 students participating in AP courses during the 2006-2007 school year.

The faculty, staff, administration, and students participated in several community service projects. The CHS student body raised \$5706 for Operation Christmas Child. Approximately \$8000 was raised for Relay for Life, \$4200 for the Red Cross Katrina Fund, and \$2000 for area homeless shelters. Community Hero's Day, Veteran's Day, and a reception honoring District One retirees were all part of an effort to better acknowledge individuals within our community.

Band, chorus, and strings continued to grow in participation and excelled in performance and expectations. Girls' Volleyball, Track, and Softball won Region Championships and the Girls' Softball team won the Upper State Championship for the second consecutive year. The JROTC participated in many community service activities that included providing military honors for local veterans' funerals. Also, the CHS FCCLA was honored to have two students serve as state officers.

The 2005-2006 school year was extremely busy and successful. Much planning and preparation has been necessary for the move to the New Chapman High School. The CHS faculty and staff have adopted the theme, "A New Beginning for a Continuing Tradition," for the 2006-2007 school year. The tradition of excellence will continue for Chapman High School.

Ronald W. Garner, Principal
Jody Raines, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	66	189	75
Percent satisfied with learning environment	90.9%	67.7%	90.4%
Percent satisfied with social and physical environment	97.0%	79.1%	82.2%
Percent satisfied with school-home relations	89.2%	82.9%	87.3%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.